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ABSTRACT

Designed to be accessible for students and teachers and to provide models and alternatives for conducting research, this handbook serves as a common reference source for research in all subjects within schools and across school districts. The handbook includes sections on establishing a topic; finding information; developing an outline; making and organizing notes; preparing material for presentation; and preparing the extras (such as endnotes and bibliographies). The handbook concludes with a sample MLA bibliographic format. (RS)

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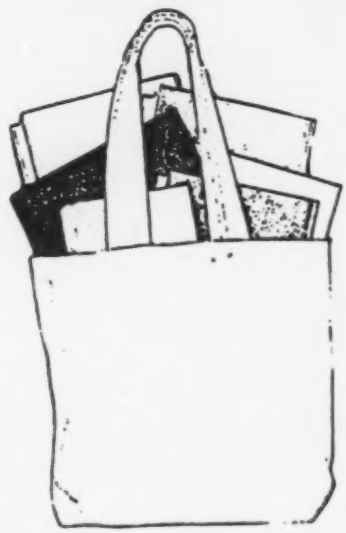
Introduction

The Student Research Handbook is intended to serve as a common reference source for all subjects within schools and across the district.

While preparing the Handbook, the committee based its work on the following premises:

- the Handbook should be accessible for students and teachers.
- it should provide models to follow when conducting research.
- it should offer alternatives and not simply be a how-to-write an essay handbook.
- it uses M.L.A. style for references, but others may be used instead.
- it may be used as a starting point for teachers and students.
- it is meant as a suggestion only; there are other possibilities.



Acknowledgements

This handbook was jointly created by a multidisciplinary committee:

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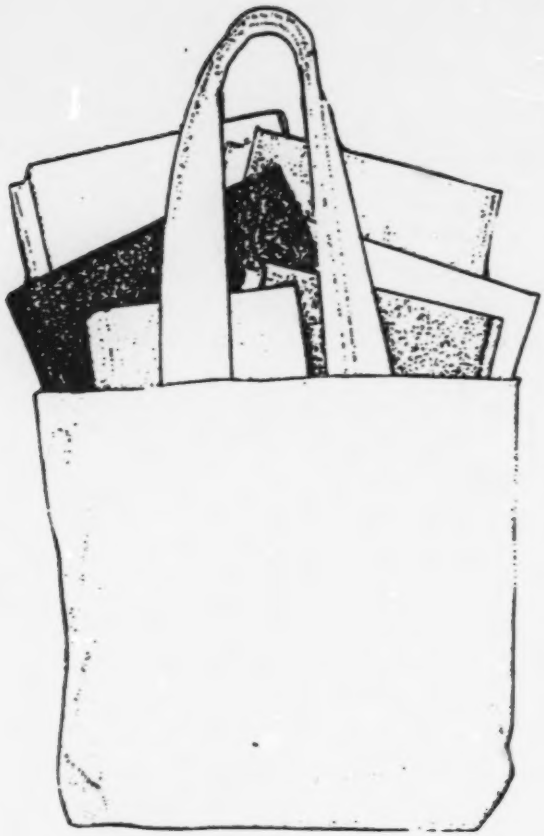


What is research?

The word *research* means to look or search again. Put another way, it means to consult several sources for information. New information will add to your own knowledge of the topic. The project you create will show what meaning or understanding you now have of the topic; in other words, it will be your own interpretation.

Research projects tend to be done in stages:

- establishing a topic
- finding information
- developing an outline
- making and organizing notes
- preparing material for presentation - usually by writing and editing a research paper
- preparing the extras: title page, table of contents and a bibliography

What topic will I research?

Some projects are specific while others are more open-ended. Specific topics may be assigned by your teacher, in which case the selection will be limited. If a specific topic is assigned, be sure that you understand the requirements of the assignment. For example:

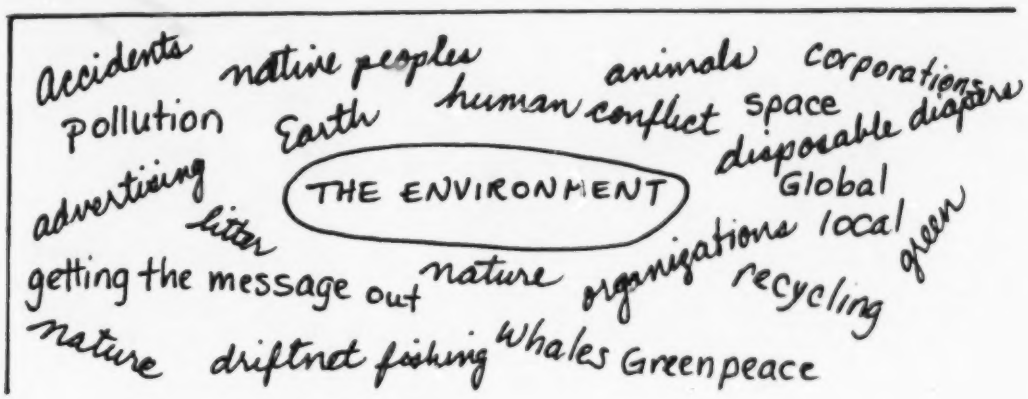
Do I understand the topic?
Do I know what I need to do?

Selecting a topic for an open-ended project provides choice. You'll want to avoid topics that are:

Too broad - The Environment
Too narrow - The Effects of Salt Content of the Nicomekl River on Polliwogs in April of Odd Numbered Years

Work toward establishing your topic by:

1. brainstorming ideas



2. reading an encyclopedia article or other information that provides a general background

3. asking yourself: on this topic,
   . . . what do I think I know?
   . . . what do I know for sure?
   . . . what else do I need to find out?

Whatever method you choose, you'll want to make sure that your topic is

- interesting to you
- acceptable to the teacher
- manageable within the terms of the assignment

Where can I get information about my topic?

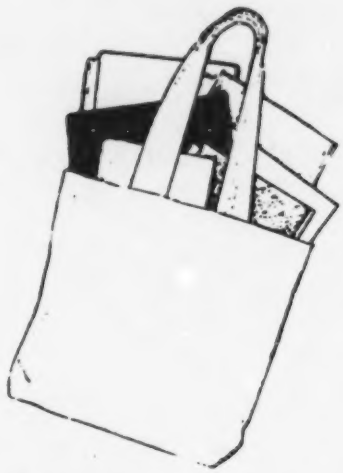
Many sources give information about a topic:

The obvious

- encyclopedias
- non-fiction books

The not-so-obvious

- periodicals (magazines)
- pamphlets (vertical file)
- newspapers
- television
- interviews
- surveys
- videocassettes
- filmstrips and film
- records, tapes and CDs
- atlases
- dictionaries
- specialized reference sources, such as almanacs
- electronic bulletin boards



Reference tools direct you to information sources:

- card catalogue
- book index
- encyclopedia index
- computer menu
- telephone book and other directories
- bibliographies and reference lists

Other ideas for gathering information:

- People - teachers, other professionals, eyewitnesses, experts, organizations (government and community)
- Places - museums, universities, college and public libraries

I'm overwhelmed! How should I decide which material to use?

Ask yourself:

- Can I understand the material I'm reading reasonably well?
- Is the information presented in a way that makes sense to me?
- How up-to-date is the information? Does it need to be up to date?
- Is this source reliable? Does it provide fact? opinion? fiction?

I'm having an INFORMATION OVERLOAD ATTACK! What should I do?

You'll want to pick out only the parts that will be useful for your project. You can cut down on information overload in print materials by checking:

- the table of contents and the index
  You don't have to read the whole book to find out if it can be useful for your needs.

- headings and subheadings
  Print size - important ideas are often printed in large letters
  Print type - **bold** or *italic* print may highlight major ideas or specialized vocabulary within the text
  Colour coding - may be used to identify main points

- chapter summaries or outlines
  If someone else has already condensed the information for you, read through their abbreviated version to decide if you need to spend time on the whole chapter or article.

- charts, graphs and illustrations and their captions
  These contain useful information; they aren't just decorations.

You may find it useful to scan/skim a section quickly; if it looks promising, you can read it later for more detail.

There are shortcuts for dealing with non-print sources, too. These might include:

- scanning videocassettes on fast forward
- preparing questions before an interview; knowing what you want to find out will make the session more productive
- reading descriptive summaries in guides that accompany many non-print sources

How do I make my first outline?

An outline helps you organize the material you find through your research. It forces you to be selective about the information you have and may still need.

In getting your outline started, ask questions about the topic as you now understand it. Get down to basics. Ask what? why? where? when? how? and who? about the topic you have in mind. Don't worry about getting them into a logical order at first.

The Environment

What does ecology mean?
What are examples of the worst environmental disasters?
How could the problem be solved?
Who should take responsibility?
Where does environmental abuse happen?
Why does environmental abuse happen?

After writing down all the questions you can think of, you should be able to group them into categories. The category names will be the headings of your outline and will provide a structure for recording your notes.

The Environment

Ecology - definition
Environmental abuse - examples
Environmental abuse - solutions
Responsibility
Environmental abuse - locations
Environmental abuse - causes

Environment and You

Ecology - definition
Environmental abuse
- *Examples*
- *Locations*
- *Causes*
- *Solutions*

Responsibility

What should I include in my notes?

Like a miner, you want to sift out materials of lesser worth and preserve the valuable nuggets. You want to extract the important bits of information that:

- assist your understanding of the topic
- may assist your reader or audience

Recording key words and phrases - not sentences - will save you time and will help ensure that what you write later is your own interpretation. Using symbols and abbreviations will save time, too.

Write your notes in short point form. Notes can include statistics, names, dates, paraphrased ideas and key words. If you quote from a source, use quotation marks and be sure to record the title of the source and page number.

Remember, read the information carefully enough so that you really understand what the writer is saying. Then you should have no difficulty using your notes later when you write your paper.

Here is an example of how information might be extracted from a source:

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People dirty the air with gases and smoke, poison the water with chemicals and other substances, and damage the soil with too many fertilizers and pesticides. People also pollute their surroundings in various other ways. For example, they ruin natural beauty by scattering junk and litter on the land and in the water. They operate machines and motor vehicles that fill the air with disturbing noise. Nearly everyone causes environmental pollution in some way.

Environmental pollution is one of the most serious problems facing humanity today. Air, water, and soil—all harmed by pollution—are necessary to the survival of all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land available for growing food. Environmental pollution also brings ugliness to our naturally beautiful world.

Everyone wants to reduce pollution. But the pollution problem is as complicated as it is serious. It is complicated because much pollution is caused by things that benefit people. For example, exhaust from automobiles causes a large percentage of all air pollution. But the automobile provides transportation for millions of people.

Ways people pollute:
- air (gases & smoke
- water (chemicals, other substances
- soil (fertilizer + pesticides
- nature (junk + litter)
- atmosphere (noise of machinery)

most serious problem = all types
problem complex
- causes of pollution beneficial and harmful. e.g. cars

SOURCE: World Bk. Encyc. 1990 vol. 6 p. 330 "Environmental Pollution" by Alan McEwan

The key words and phrases in the notes above really cover all the important information in this section of the article. These notes should be enough to remind you of the main ideas here. Writing more than this is a waste of your precious time!

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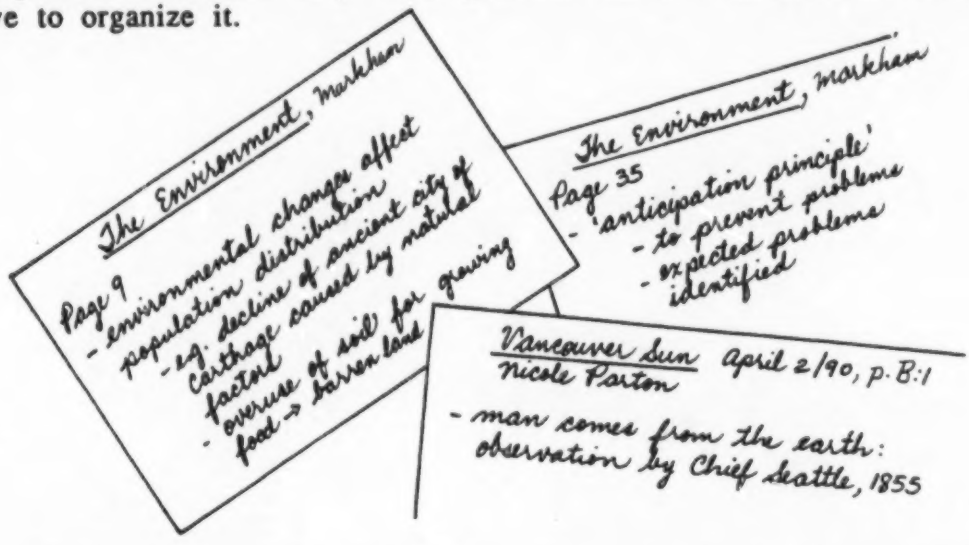
How do I organize my notes?

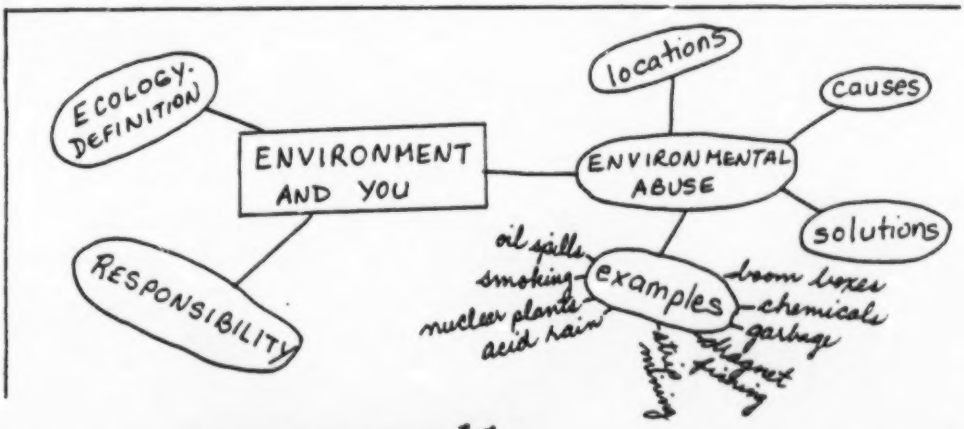
There are many kinds of note making systems that work well. Experiment with different methods, such as the ones illustrated here, to see which one works best for you.

Whichever method you choose, remember to record the sources of your information - author, title and page number. This comes in handy for locating the information again, for endnotes and for your bibliography.

Some researchers like to jot each fact on a separate card or slip of paper. Then they can wait until they have gathered all the information before they have to organize it.


The Environment, Markham
Page 9
- environmental changes affect population distribution
- eg. decline of ancient city of Carthage caused by natural factor
- overuse of soil for growing food → barren land
The Environment, Markham
Page 35
- 'anticipation principle'
- to prevent problems
- expected problems identified
Vancouver Sun April 2/90, p. B:1
Nicole Parton
- man comes from the earth: observation by Chief Seattle, 1855

If your subtopics are known in advance, you can slot in the information as you go. The cluster chart works well for recording known subtopics and related information and also for adding newly discovered information that later seems necessary.



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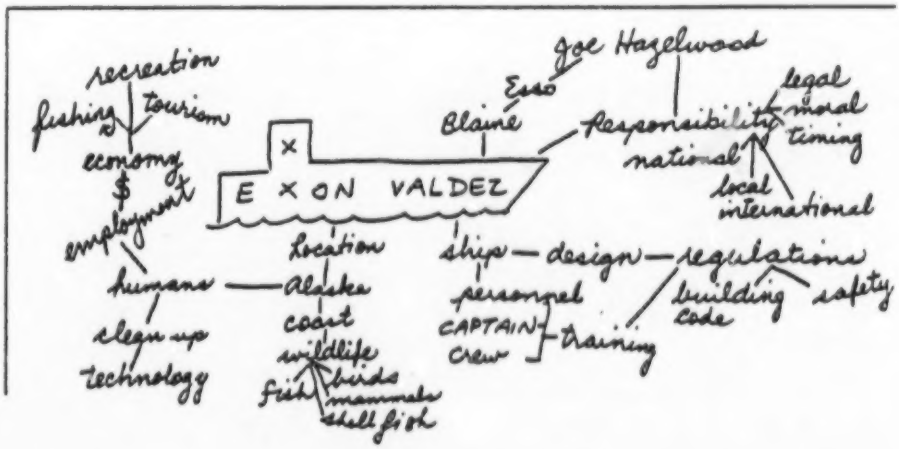
Another method of organizing your records is to think of yourself as a lawyer presenting evidence in a court case.

MAIN IDEA	SUPPORTING EVIDENCE
destroying the environment is dangerous	- nuclear accidents radiation → grass → cows → milk → children - deforestation - soil washed away - animal habitats ruined - flooding

Here is a method for recording information that works well when you're comparing two things.

Disasters: Chernobyl and Exxon Valdez	
SIMILARITIES	
- had wide reaching effect - affected or will affect: - humans - animals - plants - slow response to accident	
DIFFERENCES	
Chernobyl - nuclear - evacuated area - can't be cleaned up	Exxon Valdez - oil spill - residents stayed - trying to clean up

Mind mapping is a recording technique that attempts to mirror how you think.



Now that I've finished my research what do I do next?

You are now at a most important stage in writing your paper, as you need to bring order to your gathered information. You may need to change your first outline if:

- your research led you in new directions
- you were unable to find information on certain points

Environment and You

Ecology - definition
Environmental abuse
  Examples
  Locations
  Causes
  Solutions
Responsibility

REVISION

Our Environmental Future

Ecology
Environmental disasters
Solutions

Before completing your outline, decide on the controlling idea or focus of your paper. What attitude do you, as the author of the paper, have toward your topic? Develop a point of view or an idea that forms the basis of your entire paper. Everything you say in your paper should explain, support or expand upon the main or controlling idea that you want your reader to understand.

Controlling ideas to consider

- If governments would just spend enough money on cleaning things up, the world would be a better place
- Man has been around for a long time and there is far too much overreaction to a few isolated incidents of pollution.
- Thoughtfulness and prevention might provide a sensible approach to preserving the environment.

With your controlling idea established, you can finalize your outline. Then you can organize your notes according to how they relate to your outline. Code your notes with numbers or letters that correspond to the sections of your outline.

Looking at the Future

I. Ecology
  A. definition
  B. local examples
II. Environmental disasters
  A. global
  B. examples
  C. ecology threatened
III. Solutions
  A. prevention

If you are dealing with a lot of information or a complex topic, you may feel more comfortable if you create an expanded outline. To do this, copy your original or revised outline, inserting the information from your notes under the correct section heading as you go. When you are finished, you will have a thorough plan for your finished paper.

The Future: A Realistic Look

I. Ecology
- A. definition: "... the balance or harmonious relationship of living things to their environment."
- B. non-ecological examples
  1. beach closures in summer
  2. G.V.R.D. landfills

II. Environmental disasters
- A. global
- B examples
  1. Exxon Valdez oil spill
  2. Chernobyl nuclear disaster
  3. destruction of Amazon rainforest
- C. ecological balance threatened

III. Solutions
- A. "anticipation principle"
  1. Netherlands and West Germany
  2. reduces risks
  3. action before damage → prevents problems
- B. . . .

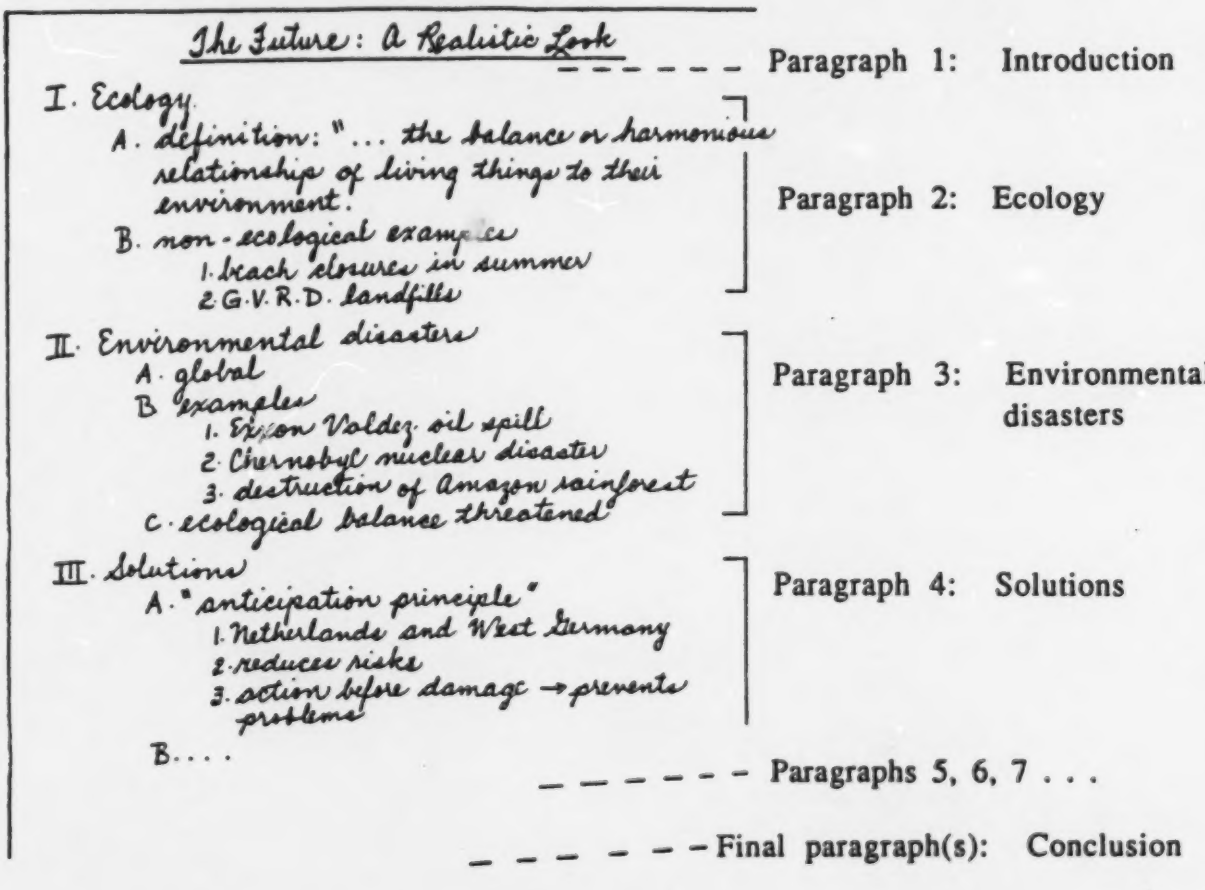
You are now ready to start writing!

How do I write my paper?

After you have collected information and developed a plan or outline, writing should be easy.

There are two common approaches to writing a draft. One method, sometimes called a zero draft, is usually double-spaced and written very quickly. While writing this first draft, avoid stopping in order to edit or make corrections. You may also choose not to stop to look up sources of information or refer to your notes. It is a good idea to write this zero draft from beginning to end as quickly as possible.

Another approach works directly from your outline. The shape of the outline and divisions within it may indicate different possibilities for grouping chunks of information into paragraphs. One plan for developing a draft copy from this outline might be:


The Future: A Realistic Look
Paragraph 1: Introduction
I. Ecology
A. definition: "... the balance or harmonious relationship of living things to their environment."
B. non-ecological examples
1. beach closures in summer
2. G.V.R.D. landfills
Paragraph 2: Ecology
II. Environmental disasters
A. global
B. examples
1. Exxon Valdez oil spill
2. Chernobyl nuclear disaster
3. destruction of Amazon rainforest
C. ecological balance threatened
Paragraph 3: Environmental disasters
III. Solutions
A. "anticipation principle"
1. Netherlands and West Germany
2. reduces risks
3. action before damage → prevents problems
B....
Paragraphs 5, 6, 7 . . .
Final paragraph(s): Conclusion

Take one more look at your outline and then start your introduction.

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What does an introduction include?

The introduction is important. If it does not interest the audience, all your good material will be lost. In addition, the introduction states the focus or controlling idea for your paper. It also indicates the direction your paper will take and provides the major ideas that you will cover. In a long paper or presentation, the introduction may be several paragraphs or pages long; in a short paper, it may be no more than a single paragraph.

How can I state my topic in the introduction?

You can choose a number of ways to introduce your topic without saying "This essay is about the problems of deforestation." This type of opening is rather dull. Fortunately, there are alternatives.

Definition - define the topic and then proceed with the discussion.
Question and answer - pose your topic as a question and point out the answer(s) you will consider.
Comparison - direct your discussion by showing similarities and/or differences between points.
Quotation - provide a quotation that highlights your controlling idea.

These are but a few possible opening patterns. The subject you are discussing and your preferred style of writing will help you to decide what will work best for your particular assignment.

How should I regard bias in my research?

Bias describes your opinion for or against a topic or issue. If you present an extremely slanted argument for a particular point, you may indeed present a biased discussion.

Bias is something to guard against, both in sources of information and in the paper that you create from your research. Avoid opinions or views that seem to be prejudiced or unfair, e.g. "Big business only cares about profit." If the sources you have used in your research are biased, your paper may echo these same biases.

How can I distinguish between fact and opinion?

A fact can be proven through the research, observation, or experience of many people who all come to the same conclusion every time. Facts are the same at all times and are not subject to interpretation.

Opinions, on the other hand, are assertions of belief. "Experts" often present opinions as well as facts so it is important that you do not confuse the two types of information. These examples may help.

Fact — North Americans produce more garbage than people in the Third World.

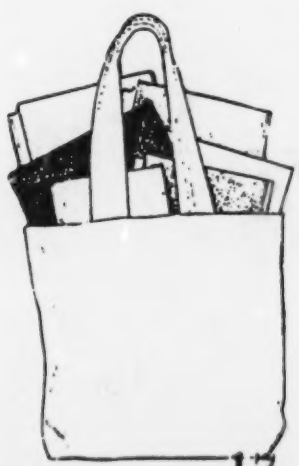
Opinion — Saving half the forests of the Amazon will protect the endangered species.

Both facts and opinions may be suitable in your discussion. Just be certain you know which is which.

How can I conclude my paper?

Conclusions are just as challenging as introductions. You want to leave your audience interested, believing you have done a good job. A strong conclusion must indicate the end and may also provide a review of your ideas. To accomplish this, you might:

- summarize your main points
- restate your controlling idea by repeating it or by paraphrasing
- make generalizations
- suggest further studies
- recommend action
- raise another question arising from your discussion



Do I need to use quotations?

When you use someone else's words or ideas, you need to give credit to them and not try to suggest that these words or ideas are your own. When you fail to note your sources, you are guilty of a crime called plagiarism. It isn't all that difficult to give credit to sources; just follow established patterns for noting where passages were found.

What are direct quotations?

Sometimes you will need to use a lengthy quote, sometimes a short one, and other times just a piece of one. In any case, whenever you use someone else's exact words, you must "quote" them and include a numbered reference in your endnotes. References of this type are called direct quotations. It may help if you refer to the sample paper on page 21 as it illustrates ways to incorporate direct quotes into your paper.

Direct quotations used in the sample paper on page 21 in this booklet are shown below with some features to note.

SHORT COMPLETE QUOTATION

- enclosed in quotation marks
- double-spaced
- fits into a regular paragraph

surroundings. "In most areas of the world the delicate relationship between humankind and nature has been lost." [4]

- number indicates this is the 4th quote used in this paper

SHORT INCOMPLETE QUOTATION

- enclosed in quotation marks
- double-spaced
- fits into a sentence
- ellipsis (fancy word for three periods) shows words from original sentence are missing but the meaning remains the same

> One of the definitions of the word ecology is " . . . the balance or harmonious relationship of living things to their environment." [2] A visit to a polluted beach

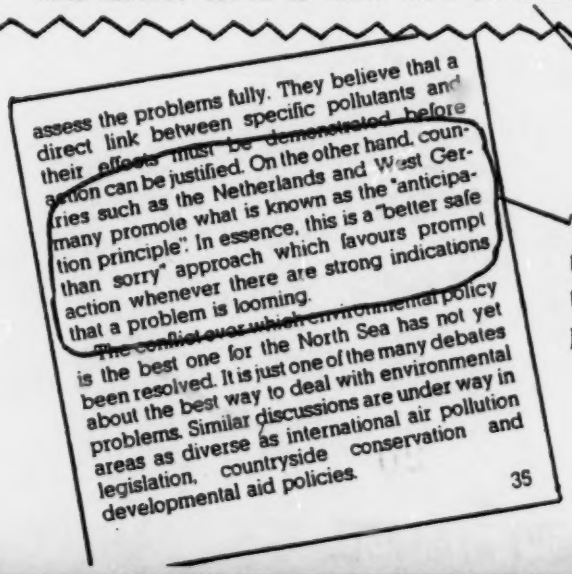
- number indicates this is the 2nd quote used in this paper

LONG QUOTATION (A long quotation is generally considered to be one that takes up more than four lines to write or type.)

- not enclosed in quotation marks
- double-spaced
- each line of quotation indented 10 spaces from the left
- quotation marks within this passage indicate punctuation that was in the original piece and are necessary for the quotations' accuracy

> consideration for what <u>could</u> happen than what <u>has</u> happened. For example:
>
> > . . . countries such as the Netherlands and West Germany promote what is known as the "anticipation principle". In essence, this is a "better safe than sorry" approach which favours prompt action whenever there are strong indications that a problem is looming.[5]
>
> This attitude seems to make more sense than trying to undo damage once it has

- number indicates this is the 5th quote used in this paper


assess the problems fully. They believe that a direct link between specific pollutants and their effects must be demonstrated before action can be justified. On the other hand, countries such as the Netherlands and West Germany promote what is known as the "anticipation principle". In essence, this is a "better safe than sorry" approach which favours prompt action whenever there are strong indications that a problem is looming.

The conflict over which environmental policy is the best one for the North Sea has not yet been resolved. It is just one of the many debates about the best way to deal with environmental problems. Similar discussions are under way in areas as diverse as international air pollution legislation, countryside conservation and developmental aid policies.

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To see what was left out and how the quotation marks were part of the original piece, look at the passage as it appeared in the book.

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What are indirect quotations?

At other times you may just need to borrow an idea without using the author's exact words. You still need to give credit in the form of a numbered endnote. This kind of reference is called an indirect quotation.

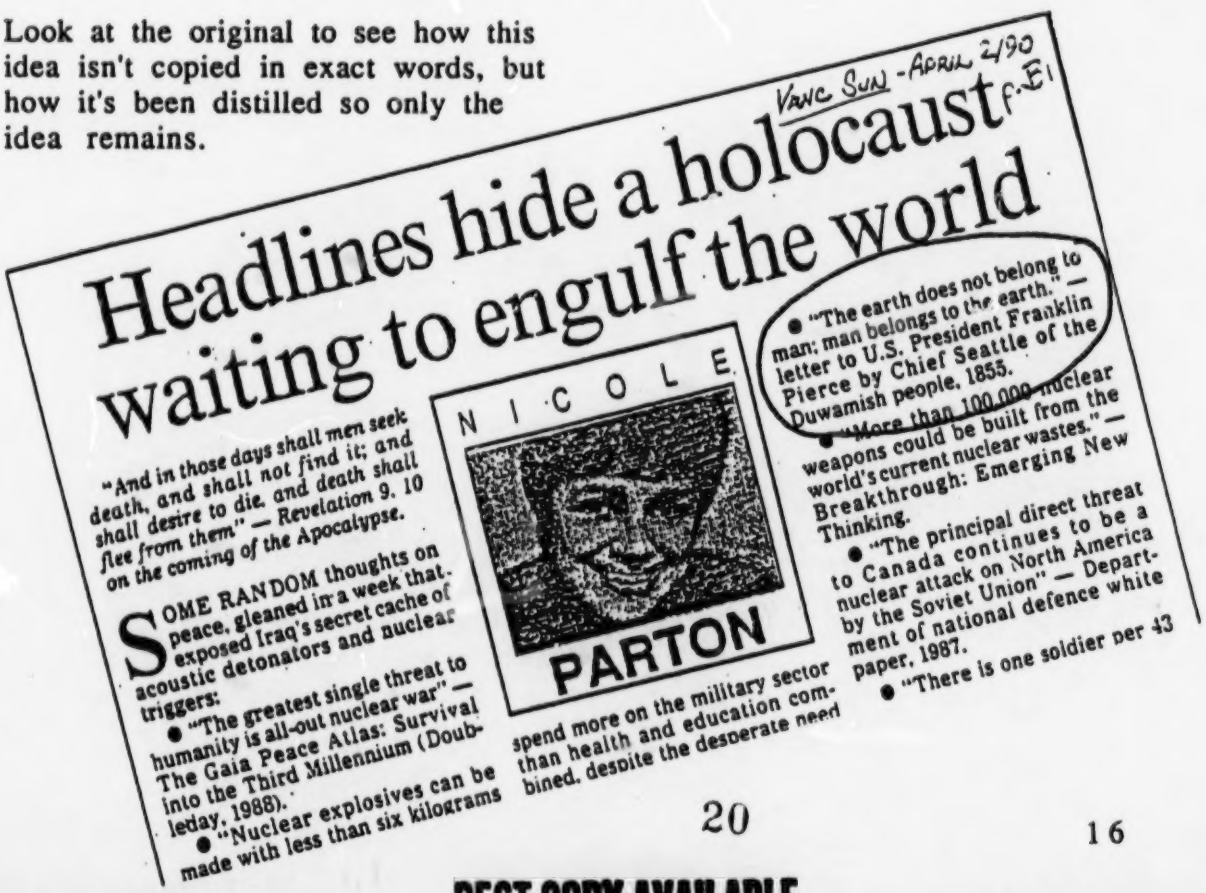
INDIRECT QUOTATION FROM A SHORT PIECE

- not enclosed in quotation marks
- double-spaced
- worked into text of the paper

> that we make, or we can start taking actions to prevent them. As Chief Seattle has stated, we may not own the earth [1], but we certainly need to begin looking after it better.

- number indicates this is the 1st quote used in this paper

Look at the original to see how this idea isn't copied in exact words, but how it's been distilled so only the idea remains.



Vanc Sun - April 2/90 p. E1

Headlines hide a holocaust waiting to engulf the world

"And in those days shall men seek death, and shall not find it; and shall desire to die, and death shall flee from them" — Revelation 9, 10 on the coming of the Apocalypse.

SOME RANDOM thoughts on peace, gleaned in a week that exposed Iraq's secret cache of acoustic detonators and nuclear triggers:

● "The greatest single threat to humanity is all-out nuclear war" — The Gaia Peace Atlas: Survival into the Third Millennium (Doubleday, 1988).

● "Nuclear explosives can be made with less than six kilograms

N I C O L E

PARTON

spend more on the military sector than health and education combined, despite the desperate need

● "The earth does not belong to man; man belongs to the earth." — letter to U.S. President Franklin Pierce by Chief Seattle of the Duwamish people, 1855.

● "More than 100,000 nuclear weapons could be built from the world's current nuclear wastes." — Breakthrough: Emerging New Thinking.

● "The principal direct threat to Canada continues to be a nuclear attack on North America by the Soviet Union" — Department of national defence white paper, 1987.

● "There is one soldier per 43

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INDIRECT QUOTATION FROM A LENGTHY PIECE

- not enclosed in quotation marks
- double-spaced
- worked into text of the paper
- not the exact words of any single person or source

even more obvious. According to students in my school, the worst ecological disasters of our time are the Valdez oil spill in Alaska, the Chernobyl nuclear accident and the destruction of the Amazon rainforest.[3] Many other instances

- number indicates this is the 3rd quote used in this paper

The source of this information was a personal survey, which was a rather lengthy document. It consisted of many questionnaires and several sheets where results had been compiled. The original has not been reproduced here.

Am I finished?

You have written a draft. Now go back to your outline and decide whether you have included all you wished to. Have you altered the order or the emphasis? Have you introduced new ideas? Make adjustments to the outline or to the paper so that the one is a reflection of the other. Then read your paper over carefully and critically, preferably aloud.

How should I edit my first draft?

Read the draft yourself and ask the following questions about the content and organization.

1. What is the most interesting section and why?
2. Does the paper make sense?
3. What parts might confuse the reader?
4. What could be deleted?
5. What needs to be added?
6. Is my controlling idea clear throughout?
7. How might the organization be changed to make it clearer?

After you have spent time editing the first draft, find someone else to read it. Preferably this other person will be a fellow peer editor in your class. Have your editor ask and answer the above questions that you used. Make sure the editor provides you with extensive comments and suggestions.

What should I do with the suggested editing changes?

Write a double-spaced second draft. Make all the changes that you and your editor noted. If unsure as to how to work the changes into your writing, consult your teacher or a fellow student.

What should I do after I have written my second draft?

Proofread your paper. For the first proofreading, do it yourself. Look carefully for potential problems. Some are outlined in the standard proofreading questions listed below.

1. Are there any sentence fragments?
2. Are there any run-on-sentences?
3. Do the verbs agree with the subjects of the sentences?
4. Are awkward expressions and unnecessary words eliminated?
5. Are pronouns used sparingly and accurately?
6. Are there capitals where needed?
7. Are there punctuation marks where needed?
8. Are all words spelled correctly?
9. Are the sentences varied in length?
10. Are the pages formatted correctly?
11. Are the endnotes and bibliography done correctly?

After you proofread the paper, ask your editor to proofread it for you by considering carefully the above questions. Ideally, the editor should make the suggested proofreading changes on your paper in a different colour ink from what you have been using. When you try to make sense of the corrections and changes, you'll be glad you double-spaced.

Is there any other way I can present the information?

The most common way to present research is in a research paper. If you have a choice, however, you may want to consider another format, such as:

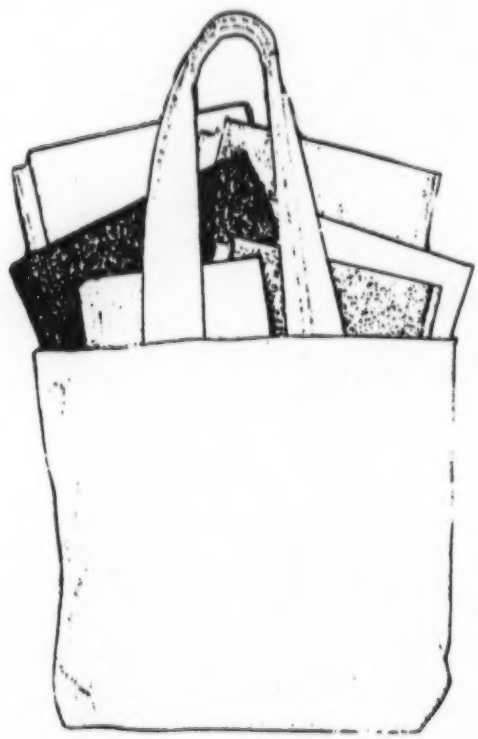
- display
- report
- speech
- panel discussion
- debate
- model
- role play
- skit or play
- song
- journal or diary
- recording, audio or video
- child's book
- chart, graph, and table
- diorama

Do I need a title page and a table of contents?

It is customary to include a title page in a research paper. The basic information that it contains is:

- title of the paper
- author of the paper
- subject or course name
- teacher's name
- date submitted

Whether or not you include a table of contents depends on the nature of your paper. If you do include a table of contents, it follows the title page and is titled: Contents. On the left side of the page, list the contents and on the right side of the page opposite the particular content item, list the page reference. A table of illustrations, if needed, follows the table of contents and is titled: Illustrations.



SAMPLE

THE FUTURE: A REALISTIC LOOK

The problems that face us as we approach the twenty-first century are enormous. We must make decisions that will lead us responsibly into a decent future for coming generations. We can either keep cleaning up after the messes that we make, or we can start taking actions to prevent them. As Chief Seattle has stated, we may not own the earth [1], but we certainly need to begin looking after it better.

One of the definitions of the word ecology is " . . . the balance or harmonious relationship of living things to their environment." [2] A visit to a polluted beach should be enough to convince us that things are out of balance. All we have to do is drive into Vancouver and breathe in the air as we pass any of the G.V.R.D. landfills to realize that things aren't very harmonious.

There are many other areas of the globe where the danger of our situation is even more obvious. According to students in my school, the worst ecological disasters of our time are the Valdez oil spill in Alaska, the Chernobyl nuclear accident and the destruction of the Amazon rainforest. [3] Many other instances could be selected to show that we are failing to live in harmony with our surroundings. "In most areas of the world the delicate relationship between humankind and nature has been lost." [4]

Some nations of the world are handling the situation with a bit more consideration for what could happen than what has happened. For example:

> . . . countries such as the Netherlands and West Germany promote what is known as the "anticipation principle". In essence, this is a "better safe than sorry" approach which favours prompt action whenever there are strong indications that a problem is looming.[5]

This attitude seems to make more sense than trying to undo damage once it has already occurred. . .

How do I make endnotes?

The goal of endnotes is simply to make it very clear to anyone who reads your paper exactly where you found a particular idea.

The following sample will give some indication of how endnotes look on the page. The most important aspect of endnotes is that each note corresponds correctly to the numbered quotes in your paper.

SAMPLE

Notes

[1] Nicole Parton, "Headlines Hide a Holocaust Waiting to Engulf the World," The Vancouver Sun 2 Apr., 1990: B1.

[2] Clarence L. Barnhart and Robert K. Barnhart, eds., The World Book Dictionary (Toronto: World Book Inc., 1989) 667.

[3] Ideas for Saving the Future, personal survey, 8 May, 1990, 3.

[4] Adam Markham, The Environment (East Sussex: Wayland, 1988) 9.

[5] Markham 35.

Are endnotes the same thing as a bibliography?

No. The format and purpose of each is quite different. Compare the two examples.

SAMPLE

Bibliography

Barnhart, Clarence L., and Robert K. Barnhart, eds. The World Book Dictionary. Toronto: World Book Inc., 1989.

Ideas for Saving the Planet. Personal survey. May 8, 1990.

Markham, Adam. The Environment. East Sussex: Wayland, 1988.

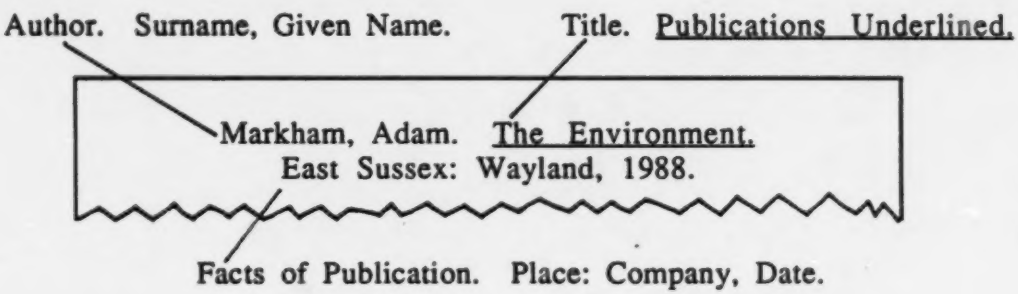
Parton, Nicole. "Headlines Hide a Holocaust Waiting to Engulf the World." The Vancouver Sun, 2 Apr., 1990: 1p. B1.

What is a bibliography?

A bibliography is an alphabetical list of books and other sources consulted during the preparation and writing of a paper. It shows the sources you have examined so that a reader can check your findings.

How do I set up my bibliography?

A bibliographic entry has three main parts arranged in the following order: author(s), title, and facts of publication. Each of these pieces of bibliographic data is separated by a period.


Author. Surname, Given Name.
Title. Publications Underlined.
Markham, Adam. The Environment.
East Sussex: Wayland, 1988.
Facts of Publication. Place: Company, Date.

- Your bibliography is begun on a separate page and is always the last part of the paper.
- The word Bibliography is centered about 5 cm down from the top of the page. Other acceptable headings are Works Cited or Works Consulted.
- References are not numbered.
- Entries are listed alphabetically by author; the title is used if no author is given. A bibliography is usually not divided into types of sources.
- Bibliographic entries are double-spaced within each entry and between entries. The entry begins at the margin; the second and subsequent lines of each entry are indented five spaces.
- Refer to the sample on page 22 to see how a bibliography should look.
- Punctuation is an important factor in preparing a bibliography. Look at the MLA Bibliographic Format on page 25 - 27 for guidance.

Other Questions You May Still Want To Ask

The purpose of this research handbook is not to provide answers to all questions that may come to your mind. If you are concerned about things that were not addressed in the handbook, such as the questions listed below, ask your teacher for further information and explanation.

- How much is this worth?
- What will I get marks for?
  - brainstorming/generating ideas
  - note taking
  - outlining
  - drafting
  - revising/editing/proofreading
  - endnotes
  - bibliography
  - quality and presentation
- When is this due?
- Does it have to be typed?
- How could I present the information?
- How long does it have to be?
- Does spelling count?
- Anything else?

M.L.A. BIBLIOGRAPHIC FORMAT

The list which follows is broken into two sections: print and non-print materials. The examples have been reduced to improve their presentation on the page. Normally they would begin at the left hand margin and be double-spaced.

Print Materials

1. For a book by one author

   Markham, Adam. The Environment. East Sussex: Wayland, 1988.

2. For a book by two or three authors

   Miller, Christina G., and Louis A. Berry. Acid Rain: A Sourcebook for Young People. New York: Julian Messner, 1986.

3. For a book by more than three authors

   Wentworth, Daniel F., et al. Pollution. Toronto: Holt, 1971.

4. For a book compiled by an editor

   Barnhart, Clarence L., and Robert K. Barnhart, eds. The World Book Dictionary. Toronto: World Book Inc., 1989.

5. For a book - only one chapter used

   Fine, John Christopher. "Toxic Waste: Contamination of the Oceans." Oceans In Peril. New York: Atheneum, 1987.

6. For an encyclopedia article - author given

   McGowan, Alan. "Environmental Pollution." World Book. 1990 ed.

7. For an encyclopedia article - no author given

"Acid Rain." Compton's Encyclopedia. 1989 ed.

8. For a periodical article - author given

Ellis, William S. "Rondonia: Brazil"s Imperiled Rain Forest." National Geographic (Dec. 1988): 772-799.

9. For a periodical article - no author given

"Our Fragile Earth." Discover (Oct. 1989): 44-47.

10. For a pamphlet - no author given

The PCB Story. Toronto: Canadian Council of Resource and Environmental Ministers, n.d.

11. For official reports and documents

Canada. Environment Canada. Canada's Environment: An Overview. Ottawa: Supply and Services Canada, 1986.

12. For a newspaper article - author given

Parton, Nicole. "Headlines Hide a Holocaust Waiting to Engulf the World." The Vancouver Sun 2 Apr. 1990: B1.

13. For a newspaper article - no author given

"Bush's Greenhouse Stand Questioned." The Province 26 Feb. 1990: 18.

Non-Print Materials

14. For an interview

Barnes, Jim. Interview. "A Founder of the Antarctic and Southern Ocean Coalition." McMurdo Station. By Michael D. Lemonick. 14 Dec. 1989.

15. For a personal survey

Ideas for Saving the Planet. Personal survey. 8 May 1990.

16. For maps, charts, pictures

Endangered Earth. Map. Washington: National Geographic, 1988.

17. For motion pictures

Basic Ecology. Motion Picture. Magna Systems, Inc., 1978. 16 mm, 30 min.

18. For audio recording (cassette or disc)

Cockburn, Bruce. Big Circumstance. True North Records, 1988.

19. For a sound filmstrip

Our Polluted Cities. Sound Filmstrip. Ethos Ltd., 1990.

20. For videocassettes

Earthfile. Videocassette. Worldwide Television News Series, 1988. 30 min.

21. For computer software

Odell Lake. Computer software. Minnesota Computing Corporation, 1987.